

## Teaching forms and mandatory requirements

The module PSYK207 “Læring og atferdspsykologi” comprises a variety of different teaching forms were utilized: There were 11 lectures in total, including two orientation meetings together with PSYK 208 at the beginning and at the end of the lecture series. The number of lectures went up by one, since we divided two three our lectures into three two-hour lectures – in accordance with the feedback provided by the students last year.

To give the students the opportunity to deepen their understanding of two key topics, there were four seminars on addiction and health behaviour as well as one practical on classical and instrumental conditioning (“Sniffy, the virtual rat”). For the first time, we also offered a lab tour through our animal research facilities on a voluntary basis.

The mandatory requirements for the final exam comprised two reports based on the Sniffy practical as well as passing two multiple choice tests that covered significant parts of the literature. The latter was further intended to provide preparation help for the exam. The number of registered (“vurderingsmeldt”) students was 78 of which 66 took the final exam.

## Literature

The literature comprised a textbook on learning and behaviour as well as additional articles and book chapters, comprising in total ca. 1100 pages.

## Rammevilkår

Most seminars and lectures took place in lecture- or seminar rooms at the Faculty of Psychology.

## Student evaluation

In the last regular lecture evaluation sheets were handed out to the students. On a scale from 1 (“misfornøyd”) to 4 (“svært fornøyd”) students answered several questions regarding each teaching form (lectures, seminars, practical, multiple choice questions). Using the same four-point scale, students were additionally asked about their overall satisfaction (“*Hvor fornøyd er du totalt med PSYK207?*”) and the administration of the module (“*Hvor fornøyd er du med administrative, praktiske oppfølging på emnet PSYK207?*”). Finally, the students were given open two open questions with respect to each of these aspects (“*Hva har du vært fornøyd med?*” *Hva kan etter ditt syn forbedres?*”). The outcome of the general satisfaction and satisfaction with administration shows high average ratings (see Figure 1 below). A more fine-grained analysis will be made on the basis of the individual teaching units to further improve the module.

On the open questions, the students expressed very high satisfaction with the importance of the module and the high commitment of the lecturers. Many students also appreciated the multiple choice tests as an incentive to learn the exam literature. The practical and the seminars were perceived as very useful providing valuable insights in practical applications of the module contents. To further improve the quality of the module, the most frequent suggestions were:

- Marks should not only be based on final exam but also multiple choice tests.
- (Even) more individual final exam training.
- Revision of the two mandatory Sniffy reports.

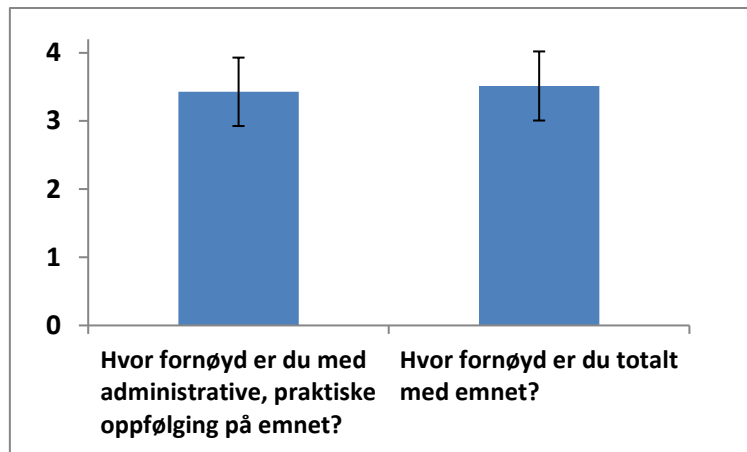


Figure 1. Satisfaction with administration and overall satisfaction with PSYK207. (1="misfornøyd", 4="svært fornøyd")

### Evaluation of the module leader

This is the second year that the module leader had responsibility for PSYK207. Although the students were generally very satisfied in 2015 (average overall satisfaction  $M=3.28$ ), the ratings were even a bit higher up this year ( $M=3.50$ ), suggesting we are clearly on the right track. Since there are many people involved in PSYK207, I would like to thank all the other lecturers and teachers for their tremendous support. I'm especially grateful to Vanja Haugland, who was chiefly responsible for the administration.

Despite the good ratings, however, we shall try to take the students' suggestions on board and further improve the module. In the beginning of 2017, we will discuss possible changes in close collaboration with KUE. After very good feedback by the students, we are also going to implement the lab tour through our animal research facilities in 2017.

Last but not least, I would like to thank the students who were highly interested and committed, creating an open atmosphere for thoughtful and stimulating discussions which played a crucial part for the teaching success.

### Final exam marks

The marks of the final exam (pending appeals) are roughly normally distributed but slightly skewed towards the left, reflecting the students' overall good performance. An "A" was awarded 6 times, a "B" 19 times, a "C" 28 times, a "D" 9, an "E" 3 times, and an "F" only once (see Figure 2 below).

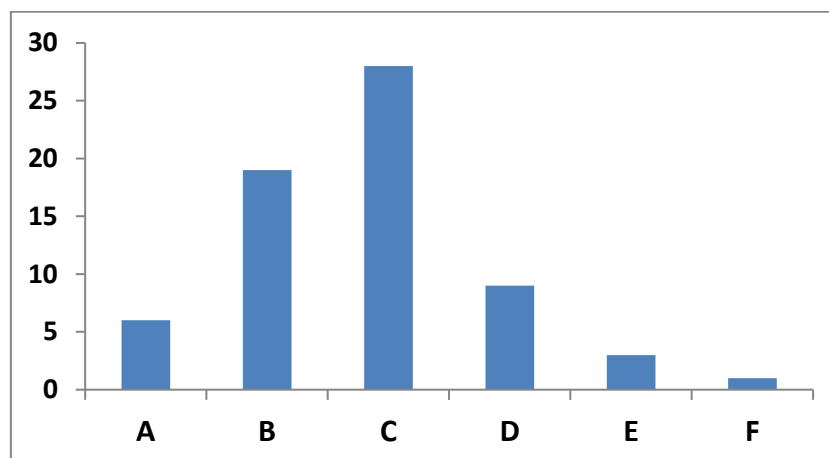


Figure 2. Distribution of final exam marks (pending appeals).